

NEMSAC

Provider and Community Education Subcommittee

Topic: Commonalities and core competencies of community paramedicine and mobile integrated healthcare delivery

Problem Statement: With the advent of a growing national interest among EMS providers, administrators, policy-makers, and leadership for the delivery of community paramedicine and mobile integrated healthcare (MIH), the identification of the core competencies and cross-bridged commonalities with traditional paramedicine is necessary to guide this development.

Supportive Statements/National Impact:

- The public-at-large, as well as the providers of EMS, have benefitted from the structured approach for EMS provider goal-direction and educational guidelines formalized in the *EMS Education Agenda for the Future: A Systems Approach*.
- This approach identified the core content and competencies for each level of certification. It then identified a scope of practice associated with that content and those competencies. Subsequently, appropriate education standards were developed. Finally, a certification exam based on the education standards was developed to demonstrate minimum competency.
- Nearly every state has approved or is contemplating the approval of a community paramedicine or mobile integrated healthcare delivery program.
- To prevent a disjointed and fragmented implementation of CP/MIH nationwide, a structured approach is necessary to identify the content and core competencies of CP/MIH, the scope of practice requirements, the education standards, as well as a credentialing methodology for this new provider level.

Topic: Strategy for Transition to Formal Education as a credential of EMS Providers

Problem Statement: The discipline of Emergency Medical Services (EMS) established its foundation as a network of public service providers that have undergone training for certification of competency. To establish parity with other allied health professions, a national strategy is necessary to transition the process of training for certification to a more formalized education for professional credentialing.

Supportive Statements/National Impact:

- EMS providers lag behind most health care providers in recognition and wages. EMS providers are not required to hold a post-secondary degree as a requirement for practice. Establishing a strategy for the transition from training for certification to education for a degree will bring parity to the EMS profession with other health professions.

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- Requiring post-secondary education will add costs to the system. These costs will be borne by the provider, the employer, and the public.
- Requiring post-secondary education will add benefits to the system. EMS providers will gain from an expanded depth and breadth of knowledge through formal education. With formal degrees, EMS providers will realize greater peer and public recognition and will likely benefit with greater wages for service.
- The National Fire Academy has adopted guidelines for post-secondary education in the fire service and created learning objectives and course descriptions for associate and bachelor degrees.

Topic: Revision of the Education Agenda to align with current practice

Problem Statement: As the EMS profession has grown and evolved over recent years, new priorities and opportunities have emerged which makes the current version of the *Education Agenda for the Future* less relevant to current practices. A revision of the *Education Agenda for the Future* is necessary to keep pace with the growing profession and to provide guidance for future development.

Supportive Statements/National Impact:

- EMS educators across the nation rely on the Agenda to guide educational program development and to formulate policies and practice guidelines that shape EMS delivery.
- Relevant areas for incorporation into the Agenda include patient-centered and compassion-centric care, response to active shooter incidents, managing patients and families with disabilities and complex medical needs, leadership education for EMS providers, compassion fatigue and mental health support for EMS providers, and expanded community education in matters of preventative actions.
- The *Education Agenda for the Future* should provide guidance for and be integrated with the educational processes inherent to the evolution of rescue task forces community paramedicine/mobile integrated healthcare delivery education models.